

DILLON 2 SCHOOL DISTRICT

405 West Washington Street
Dillon, South Carolina 29536

GRADES PK-12

ENROLLMENT 3,639 Students

SUPERINTENDENT D. Ray Rogers 843-774-1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454

FISCAL AUTHORITY Appointed Legislative Delegation

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

1

9

5

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This district met 24 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Excellent	No

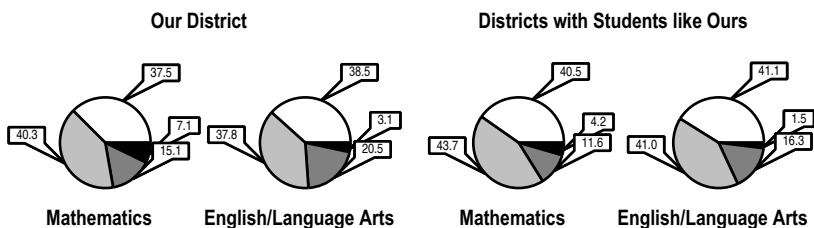
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	66.7	N/A	N/A	64.1	N/A	N/A
Passed 1 subtest	18.6	N/A	N/A	17.5	N/A	N/A
Passed no subtests	14.7	N/A	N/A	18.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.2	5.5
Seniors who met the SAT/ACT requirement	5.2	5.5
Seniors who met the grade point average	30.9	38.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,705	99.4	38.5	37.9	20.5	3.1	23.7
Gender							
Male	895	99.0	44.0	36.1	17.3	2.6	19.9
Female	810	99.8	32.5	39.8	24.1	3.7	27.7
Racial/Ethnic Group							
White	465	99.4	26.8	33.9	33.9	5.3	39.2
African-American	1,160	99.3	43.0	38.7	15.9	2.4	18.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	31	100.0	52.0	32.0	12.0	4.0	16.0
American Indian/Alaskan	42	100.0	33.3	58.3	8.3	0.0	8.3
Disability Status							
Not Disabled	1,519	99.6	36.5	38.7	21.8	2.9	24.8
Disabled	186	97.3	55.0	30.8	9.5	4.7	14.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,705	99.4	38.5	37.9	20.5	3.1	23.7
English Proficiency							
Limited English Proficient	31	100.0	48.0	36.0	12.0	4.0	16.0
Non-Limited English Proficient	1,674	99.3	38.3	37.9	20.7	3.1	23.8
Socio-Economic Status							
Subsidized meals	1,443	99.3	42.4	38.5	16.9	2.2	19.0
Full-pay meals	262	99.6	17.7	34.3	39.8	8.3	48.0
Mathematics							
All Students	1,704	99.4	37.5	40.4	15.1	7.1	22.2
Gender							
Male	894	99.1	41.8	37.6	13.8	6.8	20.6
Female	810	99.8	32.8	43.4	16.5	7.3	23.8
Racial/Ethnic Group							
White	465	99.4	25.2	39.4	20.6	14.7	35.3
African-American	1,159	99.4	42.3	41.0	12.9	3.8	16.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	31	100.0	32.0	36.0	24.0	8.0	32.0
American Indian/Alaskan	42	100.0	41.7	38.9	8.3	11.1	19.4
Disability Status							
Not Disabled	1,519	99.5	34.3	42.4	16.0	7.4	23.3
Disabled	185	98.9	64.1	23.5	7.6	4.7	12.4
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,704	99.4	37.5	40.4	15.1	7.1	22.2
English Proficiency							
Limited English Proficient	31	100.0	28.0	32.0	28.0	12.0	40.0
Non-Limited English Proficient	1,673	99.4	37.6	40.5	14.9	7.0	21.9
Socio-Economic Status							
Subsidized meals	1,442	99.4	40.8	40.8	13.2	5.2	18.4
Full-pay meals	262	99.6	19.7	38.2	25.2	16.9	42.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	285	99.6	19.0	35.7	39.5	5.8	45.3
	Grade 4	274	99.6	40.5	41.2	14.8	3.5	18.3
	Grade 5	299	99.7	49.3	34.4	15.2	1.1	16.3
	Grade 6	289	99.7	36.5	38.0	23.4	2.2	25.5
	Grade 7	275	99.6	59.1	34.0	6.2	0.8	6.9
	Grade 8	287	99.0	48.1	42.1	8.3	1.5	9.8
2004	Grade 3	295	99.7	16.5	32.3	42.1	9.1	51.2
	Grade 4	291	99.3	37.0	40.2	22.1	0.7	22.8
	Grade 5	262	99.2	36.6	42.9	18.9	1.6	20.5
	Grade 6	288	99.7	50.2	36.4	11.0	2.5	13.4
	Grade 7	305	100.0	45.8	39.9	13.3	1.0	14.3
	Grade 8	267	98.1	50.2	40.2	8.5	1.2	9.7
Mathematics								
2003	Grade 3	285	100.0	11.2	39.5	32.6	16.7	49.2
	Grade 4	274	99.6	33.7	41.1	14.3	10.9	25.2
	Grade 5	299	99.3	39.4	41.1	13.5	6.0	19.5
	Grade 6	289	100.0	33.9	38.7	19.0	8.4	27.4
	Grade 7	275	100.0	56.0	31.7	10.4	1.9	12.4
	Grade 8	287	99.0	55.3	36.8	6.4	1.5	7.9
2004	Grade 3	295	99.7	13.7	49.1	26.3	10.9	37.2
	Grade 4	291	100.0	37.6	35.8	17.4	9.2	26.6
	Grade 5	262	99.6	37.6	41.6	12.9	7.8	20.8
	Grade 6	288	99.7	32.5	43.1	18.4	6.0	24.4
	Grade 7	305	100.0	54.2	37.2	5.3	3.3	8.6
	Grade 8	267	97.4	54.7	36.3	6.6	2.3	9.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	235	99.1	20.4	33.3	30.7	15.6	46.2
Gender							
Male	118	98.3	24.5	33.6	23.6	18.2	41.8
Female	117	100.0	16.5	33.0	37.4	13.0	50.4
Racial/Ethnic Group							
White	76	98.7	12.3	28.8	31.5	27.4	58.9
African-American	150	99.3	25.9	34.3	30.1	9.8	39.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	214	100.0	14.9	36.1	32.7	16.3	49.0
Disabled	21	90.5	88.2	N/A	5.9	5.9	11.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	99.1	20.4	33.3	22.3	15.6	46.2
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	99.1	20.7	32.9	30.6	15.8	46.4
Socio-Economic Status							
Subsidized meals	169	98.8	23.8	37.8	27.4	11.0	38.4
Full-pay meals	66	100.0	11.5	21.3	39.3	27.9	67.2

Mathematics							
All Students	235	98.7	25.0	39.3	22.3	13.4	35.7
Gender							
Male	118	98.3	23.6	42.7	20.0	13.6	33.6
Female	117	99.1	26.3	36.0	24.6	13.2	37.7
Racial/Ethnic Group							
White	76	98.7	17.8	34.2	27.4	20.5	47.9
African-American	150	98.7	28.9	43.0	18.3	9.9	28.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	214	99.5	21.3	41.5	23.2	14.0	37.2
Disabled	21	90.5	70.6	11.8	11.8	5.9	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	98.7	25.0	39.3	22.3	13.4	35.7
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	98.7	24.9	39.8	21.7	13.6	35.3
Socio-Economic Status							
Subsidized meals	169	98.2	27.0	41.7	21.5	9.8	31.3
Full-pay meals	66	100.0	19.7	32.8	24.6	23.0	47.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	189	93.1%	191	5.2%	240	69.2%	N/A
Gender							
Male	88	90.9%	102	2.9%	122	60.7%	
Female	101	95.0%	89	7.9%	118	78.0%	
Racial/Ethnic Group							
White	63	96.8%	57	15.8%	68	80.9%	
African American	119	92.4%	127	0.8%	159	65.4%	
Asian/Pacific Islander	4	I/S	4	I/S	6	83.3%	
Hispanic	1	I/S	1	I/S	2	I/S	
American Indian/Alaskan	1	I/S	2	I/S	5	40.0%	
Disability Status							
Not disabled	182	93.4%	182	5.5%	225	72.9%	
Disabilities other than speech	7	85.7%	9	0.0%	15	13.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	189	93.1%	191	5.2%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	189	93.1%	191	5.2%	240	69.2%	
Socio-Economic Status							
Subsidized meals	126	90.5%	114	0.0%	147	59.2%	
Full-pay meals	63	98.4%	77	13.0%	93	84.9%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.1%	91.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	240	200
Number of Diplomas	166	141
Rate	69.2%	72.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	432	435	454	445	886	880
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.1	16.3	18.7	16.8	15.8	16.8	18.1	17.2	17.5	16.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,639)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	6.5%	Down from 7.7%	6.5%	5.3%
Attendance rate	96.0%	Up from 95.2%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		7.1%	5.1%
Eligible for gifted and talented	4.9%	Down from 5.4%	6.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 7.8%	10.9%	10.9%
Older than usual for grade	6.2%	Down from 6.7%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.5%	1.9%	1.1%
Enrolled in AP/IB programs	4.7%	Up from 3.7%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	163	Down from 303	157	157
Completions in adult education GED or diploma programs	29	Up from 27	15	39
Annual dropout rate	6.4%	Down from 6.5%	2.7%	2.9%
Teachers (n= 210)				
Teachers with advanced degrees	41.9%	Up from 39.5%	46.6%	50.0%
Continuing contract teachers	81.0%	Down from 85.2%	81.5%	84.6%
Highly qualified teachers**	97.3%	N/A	91.6%	92.5%
Teachers with emergency or provisional certificates	7.6%		8.8%	4.4%
Teachers returning from previous year	93.5%	Up from 92.4%	87.6%	89.9%
Teacher attendance rate	94.6%	Down from 94.9%	94.1%	94.7%
Average teacher salary	\$38,088	Up 2.7%	\$38,088	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.7%	0.3%
Prof. development days/teacher	12.0 days	Down from 19.1 days	12.1 days	12.0 days
District				
Superintendent's years at district	13.0	Up from 12.0	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.7 to 1	19.9 to 1	21.0 to 1
Prime instructional time	89.4%	Up from 89.0%	88.2%	89.5%
Dollars spent per pupil*	\$6,255	Down 3.4%	\$8,058	\$7,217
Percent of expenditures for teacher salaries*	54.1%	Up from 53.3%	54.1%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	94.0%	Down from 97.5%	93.8%	97.3%
Number of schools	6	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	8.8%	Up from 7.8%	5.5%	4.3%
Average age in years of school facilities	37	Down from 41	28	26
Number of schools with SACS accreditation	5	No change	4	8
Average administrator salary	\$70,928		\$64,324	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	6.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

In Dillon District Two, our highest priority is to ensure an excellent education for all students by providing relevant curricula, skilled staff, ample resources and community partnerships in an environment conducive to learning. There will be opportunities for improvement as we continue the implementation of the five-year District Strategic Plan and the preparation for the Palmetto Achievement Challenge Tests (PACT), High School Assessment Program (HSAP) and end-of-course exams. Some of our accomplishments are:

21st Century Learning Grants funded two after-school programs and 21st Century Learning Grant funded an extended school year for students in grades 3-8.

Technology improvements included: updating the infrastructure, new computers for classrooms, technology training for teachers, and providing email for students to allow them to communicate with others around the world.

Renovations have been completed at Stewart Heights Elementary, Gordon Elementary and JV Martin Junior High School.

Ten teachers have achieved National Board Certification (NBPTS).

Three teachers are pursuing National Board Certification (NBPTS).

A standards-based curriculum was emphasized in all grades.

Although our schools have had an excellent year, we still have challenges to meet. A few of these challenges are:

Statewide budget cuts remain a concern.

81.1 percent of our students are eligible for free or reduced-price lunch.

Since most of District Two is rural, more industry, a higher tax base, and higher teacher pay are needed.

New construction and renovations are needed at all of our schools and at the district office.

With the nationwide teacher shortage, teacher recruitment and retention of qualified teachers are concerns.

Implementing the No Child Left Behind (NCLB) federal requirements.

Special thanks to students, parents, staff, Board of Trustees, and the entire community for their hard work and support.

D. Ray Rogers, Superintendent